

# **Standardized Testing and Reporting (STAR) Program**

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## **Explaining 2006 Internet Reports to the Public**

**Information for Counties,  
School Districts, and Schools**

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**August 2006**

**Prepared by  
California Department of Education**

# Table of Contents

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<b>Introduction .....</b>	<b>1</b>
<b>2006 STAR Program: Key Reporting Dates.....</b>	<b>3</b>
<b>2006 STAR Program: Students Tested by Grade.....</b>	<b>4</b>
<b>Facts About the 2006 California Standards Tests (CSTs).....</b>	<b>5</b>
California Standards Tests .....	8
Scale Score Ranges for CST Performance Levels (by subject area and grade).....	10
<b>Facts About the 2006 California Alternate Performance Assessment (CAPA) .....</b>	<b>13</b>
Scale Score Ranges for CAPA Performance Levels (by subject area and CAPA level) .....	15
<b>Facts About the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey).....</b>	<b>16</b>
<b>Facts About the Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3) .....</b>	<b>17</b>
<b>Overview of Internet Reports .....</b>	<b>19</b>
Questions and Answers About Internet Reporting .....	23
Accessing the Internet Reports.....	24
<b>Sample Internet Reports .....</b>	<b>26</b>
<b>Appendix</b>	
Research File Downloading Instructions .....	35
Research File Layout.....	41
A Chronology of State Testing: 1997–2006 .....	48
Glossary of Terms/Acronyms .....	50
Web Site Resources .....	54

# Introduction

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Reports of the 2006 Standardized Testing and Reporting (STAR) Program results are scheduled to be posted and released to the public on the California Department of Education (CDE) Web site at <http://star.cde.ca.gov> on Tuesday, August 15, 2006. These Internet reports will include state, county, school district, and school results of the spring 2006 administration of tests within the STAR Program.

Following are the four components of the STAR Program:

- The California Standards Tests (CSTs), developed for California public schools to assess state-adopted content standards.
- The California Alternate Performance Assessment (CAPA), developed for California public school students with significant cognitive disabilities who are not able to take the CSTs and the CAT/6 Survey even with accommodations or modifications.
- The California Achievement Tests, Sixth Edition Survey (CAT/6 Survey), nationally norm-referenced tests that measure the achievement of general academic knowledge and provide national comparisons. (These tests are given in grades three and seven only.)
- The Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3), a nationally norm-referenced achievement test of general academic knowledge in Spanish for Spanish-speaking English learners.

More information about the STAR Program tests students took in 2006 begins on page 4.

The purpose of this packet is to provide information and materials for county offices of education, school districts, and schools to use to: (1) access summary results on the Internet and (2) respond to questions from the public as they arise. The packet features an outline of the STAR Program tests taken by students in spring 2006, fact sheets about those tests, an overview of the Internet reports, sample Internet reports, directions for downloading the research files, a glossary of related terms and acronyms, and Web site resources.

Additional material for assisting school district and school administrators responsible for informing the public is available in *The STAR Student Report: Explaining 2006 Test Results to Parents and Guardians—Assistance for School*

*Districts and Schools* posted in August 2006 on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. This packet includes questions and answers about the tests in the STAR Program, articles for school newsletters, sample letters, sample student reports, and parent guides to the reports. A series of brochures about the CSTs and the CAPA and other informational materials also are available in the *Explaining 2006 Tests to Parents and Guardians: Assistance for School Districts and Schools* posted in February 2006 at the same Web site address.

## 2006 STAR Program

# Key Reporting Dates

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**August 2006**

The *STAR Student Report: Explaining 2006 Test Results to Parents and Guardians—Assistance for School Districts and Schools* posted on the CDE STAR Program Web site.

*Explaining 2006 Internet Reports to the Public: Information for Counties, School Districts, and Schools* posted on the CDE STAR Program Web site.

**August 10, 2006**

STAR Program secure result site opened to school districts for review.

**August 14, 2006**

STAR Program result site opened for the media (with embargo).

**August 15, 2006**

Briefing on 2006 STAR Program results held for media.

State Superintendent of Public Instruction news conference and teleconference held for the media.

News release on 2006 STAR Program results distributed to the media, school districts, and county offices of education.

Preliminary STAR Program results for schools, school districts, counties, and the state posted on the Internet (will include only schools and school districts that completed testing and submitted tests for scoring by July 1).

**September 2006**

Complete preliminary STAR Program results posted on the Internet, including schools and school districts that completed testing during July and August.

**December 2006**

Final STAR Program results posted on the Internet, including demographic data corrections that school districts made after the August and September 2006 Internet postings.

## 2006 STAR Program

## Students Tested by Grade

Test	Grade									
	2	3	4	5	6	7	8	9	10	11
<b>California Standards Tests (CSTs)</b>										
English-Language Arts	√	√	√	√	√	√	√	√	√	√
Mathematics	√	√	√	√	√	√	√*	√*	√*	√*
History-Social Science							√		√	√
Science				√			√	*	√*◇	*
<b>California Alternate Performance Assessment (CAPA)</b>										
English-Language Arts	√	√	√	√	√	√	√	√	√	√
Mathematics	√	√	√	√	√	√	√	√	√	√
<b>California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)</b>										
Reading/Language		√				√				
Spelling		√				√				
Mathematics		√				√				
<b>Apr enda: La prueba de logros en español, Tercera edición (Apr enda 3)</b>										
Reading	√	√	√	√	√	√	√	√	√	√
Mathematics	√	√	√	√	√	√	√	√	√	√
Language	√	√	√	√	√	√	√	√	√	√
Spelling	√	√	√	√	√	√	√	√	√	√

√ Testing required at this grade.

\* Testing required for students completing a standards-based course for which there is a CST.

◇ Students in grade ten take the Grade Ten California Life Science Standards Test. In addition, most grade ten students take an end-of-course CST in science.

# Facts About the 2006 California Standards Tests (CSTs)

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The California Standards Tests, or CSTs, are given to students in grades two through eleven as part of the Standardized Testing and Reporting (STAR) Program. The CSTs were developed specifically for California public schools. The purpose of the CSTs is to determine how well students are achieving state-adopted content standards in English-language arts, mathematics, history-social science, and science.

## Changes to the CSTs in 2006

Two new tests in science, required by the federal No Child Left Behind (NCLB) Act of 2001, became operational in grades eight and ten in spring 2006. The Grade Eight California Science Standards Test assesses the grade eight science standards. The Grade Ten California Life Science Standards Test assesses selected content standards from middle school life science and high school biology.

## Student Participation

All students who participate in the STAR Program take the CSTs (and, for grades three and seven, the California Achievement Tests, Sixth Edition Survey [CAT/6 Survey]) except for those with significant cognitive disabilities. Students with significant cognitive disabilities take the California Alternate Performance Assessment (CAPA), an assessment aligned to a subset of the state content standards in English-language arts and mathematics.

Most students with disabilities and English learners take the CSTs under standard condi-

tions. Others may receive special assistance when taking the CSTs. This assistance takes the form of test variations, accommodations, or modifications. A complete list of the allowable accommodations and modifications for students with disabilities and test variations for English learners is outlined in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* that is available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/>.

## Test Content

All of the CSTs are aligned to state content standards. The CSTs are given at specific grade levels and subject areas or for specific courses. Students take two, three, four, or five CSTs depending on their grade level or course enrollment. There are three kinds of CSTs. Some of the California Standards Tests (CSTs) are based on the content standards for a single grade level and are taken only by students enrolled in that grade. Some CSTs are based on selected content standards for more than one grade level for a single subject. Other CSTs are based on the content standards for specific courses that may be taken by students in several grades. A complete listing of the CSTs is on pages 8 and 9.

The CST blueprints, or documents that show the specific standards tested on each CST, are available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/blueprints.asp>.

Released CST questions from previous administrations have been posted on the CDE Web site

at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. These released questions are to be used in conjunction with the *Guidelines on Academic Preparation for State Assessments*. These guidelines are posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sa/>.

## Question Format

Questions for all of the CSTs, except for the writing tasks in grades four and seven, are in a multiple-choice format. Students are presented with a question and asked to select the correct answer from four possible choices. Students mark their answer choices in the test booklet for grades two and three and on an answer document for grades four through eleven. All multiple-choice questions are machine scored.

For the CST in English-language arts, students in grades four and seven respond to multiple-choice questions and write an essay in response to a writing task or prompt. The score on the writing task is combined with the results of the multiple-choice questions to produce the total English-language arts score and performance level.

## Writing Tasks

The writing tasks in grades four and seven address the writing applications strand from the state content standards in English-language arts.

In grade four, students are required to produce one of three types of writing: narratives (stories), summaries, or responses to literature. In grade seven, students are required to produce one of four types of writing: fictional narratives, persuasive essays or letters, summaries, or responses to literature. In the spring 2006, students in grade four and seven were required to write responses to literature.

The student responses to the writing tasks were scored using a four-point holistic rubric or scoring guide, with four being the highest score. That score was doubled to produce the final score. The criteria in the rubric were derived from the content standards for the English-language arts strands of writing applications, writing strategies, and written conventions.

Additional information about the writing tasks is available in teacher guides for grades four and seven at <http://www.cde.ca.gov/ta/tg/sr/resources.asp> on the Internet. These guides include sample writing tasks with student work and teacher commentaries about the work as well as the rubrics used to score student writing.

## Reporting CST Results

Individual student and summary results on the CSTs are reported according to performance levels approved by the State Board of Education. These levels establish the cut points at which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular performance level. The five performance levels designated for reporting CST results are advanced, proficient, basic, below basic, and far below basic. The state target is for all students to score at the proficient or advanced level.

CST results also are reported as scale scores between 150 and 600. For all CSTs, the minimum scale score required to achieve at the proficient level is 350. The current scale score ranges corresponding to each performance level for all subject areas and grade levels on the CSTs can be found on pages 10 through 12.

Internet summary CST results are reported for schools, school districts, counties, and the state on the CDE Web site at <http://star.cde.ca.gov>. CST scores are used, with results of other state tests, to meet state and federal accountability requirements.



School districts mail the test results for individual students to parents and guardians each year. Except for the STAR Student Reports that parents and guardians receive in the mail, student test scores are available only from the schools.

In order to protect the confidentiality of students, results are not reported to the public for any group of ten or fewer students.

## More Information

Additional information about the STAR Program and the CSTs is available from the STAR Program Web site at <http://www.cde.ca.gov/ta/tg/sr/> or by contacting the STAR Office at [STAR@cde.ca.gov](mailto:STAR@cde.ca.gov) or (916) 445-8765.

## 2006 STAR Program

# California Standards Tests

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Some of the California Standards Tests (CSTs) are based on the content standards for a single grade level and are taken only by students enrolled in that grade. Some CSTs are based on selected content standards for more than one grade level for a single subject. Other CSTs are based on the content standards for specific courses that may be taken by students in several grades. The following lists provide more information about the tests:

### **CSTs Based on Content Standards for One Specific Grade Level**

The following CSTs are all designed to address the content standards for a single specific grade level and subject area. Students in the designated grade level must take the respective CST(s).

- CSTs in English-language arts for grades two through eleven
- CSTs in mathematics for grades two through seven
- CSTs in history-social science for grades ten and eleven
- CST in science for grade eight

### **CSTs Based on Selected Content Standards from Multiple Grade Levels for a Single Subject**

The following CSTs address selected subject-area content standards from multiple grade levels or courses. A description of the students required to take each of these tests is provided.

#### **Mathematics CSTs:**

- **General Mathematics**  
This test covers selected content standards from grades six and seven. It is only for students in grades eight and nine who will not complete Algebra I, Integrated Mathematics 1, or a higher mathematics course during the school year.
- **Summative High School Mathematics**  
This test covers selected content standards from Algebra I, Geometry, and Algebra II. It is only for (1) students in grades nine and ten who completed Algebra II or Integrated Mathematics 3 the previous school year and (2) students in grade eleven who completed Algebra II or Integrated Mathematics 3 before testing begins. This includes students taking a higher mathematics course or no mathematics course.

**History-Social Science CSTs:****■ Grade Eight**

This test covers selected content standards from grades six, seven, and eight. It is required for students in grade eight.

**Science CSTs:****■ Grade Five**

This test covers selected content standards from grades four and five. It is required for students in grade five.

**■ Grade Ten California Life Science Standards Test**

This test covers selected content standards from middle school life sciences and high school biology. It is required for students in grade ten.

**CSTs Based on Content Standards for a Specific Mathematics or Science Course (end-of-course CSTs)**

The following CSTs are all designed to address the content standards for specific courses available at the secondary level. Only students completing the course are eligible to take the respective CST(s).

**Mathematics CSTs for grades eight through eleven include:**

- Algebra I
- Geometry
- Algebra II
- Integrated Mathematics 1
- Integrated Mathematics 2
- Integrated Mathematics 3

**Science CSTs for grades nine through eleven include:**

- Earth Science
- Biology
- Chemistry
- Physics
- Integrated/Coordinated Science 1
- Integrated/Coordinated Science 2
- Integrated/Coordinated Science 3
- Integrated/Coordinated Science 4

## 2006 STAR Program

# Scale Score Ranges for CST Performance Levels (by subject area and grade)

The results for each subject area tested (English-language arts, mathematics, history-social science, and science) are reported according to scale scores and the corresponding performance levels as shown in the tables that follow. The five performance levels designated for reporting overall California Standards Test (CST) results are advanced, proficient, basic, below basic, and far below basic. The state target is for all students to score at the proficient or advanced level. The scale score ranges for each subject area and performance level are unchanged from year to year.

## English-Language Arts

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	150–261	262–299	300–349	350–401	402–600
3	150–258	259–299	300–349	350–401	402–600
4	150–268	269–299	300–349	350–392	393–600
5	150–270	271–299	300–349	350–394	395–600
6	150–267	268–299	300–349	350–393	394–600
7	150–262	263–299	300–349	350–400	401–600
8	150–265	266–299	300–349	350–394	395–600
9	150–264	265–299	300–349	350–396	397–600
10	150–262	263–299	300–349	350–391	392–600
11	150–258	259–299	300–349	350–395	396–600

## Mathematics

Grade or Course	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	150–235	236–299	300–349	350–413	414–600
3	150–235	236–299	300–349	350–413	414–600
4	150–244	245–299	300–349	350–400	401–600
5	150–247	248–299	300–349	350–429	430–600
6	150–252	253–299	300–349	350–414	415–600
7	150–256	257–299	300–349	350–413	414–600
General Mathematics	150–256	257–299	300–349	350–413	414–600
Algebra I	150–252	253–299	300–349	350–427	428–600
Geometry	150–246	247–299	300–349	350–417	418–600
Algebra II	150–256	257–299	300–349	350–415	416–600
Summative High School Mathematics	150–234	235–299	300–349	350–419	420–600
Integrated Mathematics 1	150–248	249–299	300–349	350–424	425–600
Integrated Mathematics 2	150–257	258–299	300–349	350–417	418–600
Integrated Mathematics 3	150–251	252–299	300–349	350–427	428–600

## History-Social Science

Grade or Course	Far Below Basic	Below Basic	Basic	Proficient	Advanced
8	150–270	271–299	300–349	350–395	396–600
10 World History	150–274	275–299	300–349	350–399	400–600
11 United States History	150–269	270–299	300–349	350–400	401–600

## Science

Grade or Course	Far Below Basic	Below Basic	Basic	Proficient	Advanced
5	150–267	268–299	300–349	350–409	410–600
8	150–252	253–299	300–349	350–402	403–600
10 Life Science	150–268	269–299	300–349	350–398	399–600
Earth Science	150–276	277–299	300–349	350–392	393–600
Biology	150–275	276–299	300–349	350–393	394–600
Chemistry	150–275	276–299	300–349	350–393	394–600
Physics	150–275	276–299	300–349	350–392	393–600
Integrated/ Coordinated Science 1	150–276	277–299	300–349	350–389	390–600
Integrated/ Coordinated Science 2	150–277	278–299	300–349	350–390	391–600
Integrated/ Coordinated Science 3	150–275	276–299	300–349	350–390	391–600
Integrated/ Coordinated Science 4	150–275	276–299	300–349	350–396	397–600

# Facts About the 2006 California Alternate Performance Assessment (CAPA)

The California Alternate Performance Assessment, or CAPA, is a performance assessment for students with significant cognitive disabilities who are unable to take the California Standards Tests (CSTs) and the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) even with accommodations or modifications. (The CAT/6 Survey is given only in grades three and seven.) The CAPA was added to the STAR Program in 2003 to ensure that all California students could participate in statewide assessments.

## Student Participation

Special education students with significant cognitive disabilities enrolled in grades two through eleven and special education students between the ages of seven and sixteen in ungraded programs took the CAPA in 2006.

## CAPA Eligibility

Each student's individualized education program (IEP) team determines if a student takes the CAPA and what level of the CAPA he or she takes. The CAPA has five levels. Most students eligible for the CAPA take the level corresponding to their grade placement.

The five CAPA levels are as follows:

- Level I — grades two through eleven for students with complex, profound disabilities
- Level II — grades two and three

- Level III — grades four and five
- Level IV — grades six through eight
- Level V — grades nine through eleven

## Test Content

For the 2006 administration, students were assessed in English-language arts and mathematics. Students taking the CAPA in grades five, eight, and ten also participated in a field test of science performance tasks. The CAPA is aligned to a subset of the California content standards that is appropriate for students taking the CAPA.

## Question Format

The CAPA is administered individually. The examiner asks the student to perform a task, then observes the performance and records the response according to a specific scoring guide. A certificated or licensed school staff member who has been trained in CAPA testing procedures administers the CAPA.

## Reporting CAPA Results

CAPA reports for the 2006 administration show how well students performed according to a subset of the California content standards in English-language arts and mathematics. CAPA results are reported by performance level for each content area tested. The State Board of Education established five performance levels for reporting CAPA results: advanced, proficient, basic, below basic, and far below basic.

CAPA results also are reported as scale scores between 15 and 60. Scale scores of 35 or higher on the CAPA scale are at or above proficient. The scale score ranges corresponding to each performance level for all subject areas and levels on the CAPA can be found on page 15.

## Internet Report Differences

The format of the CAPA Internet reports for the state is different from the format for the county, school district, and school reports. The state report includes the percentage of students by grade level and subject area that received scores within each of the five performance levels. The results are reported by grade level for each of the five CAPA levels (e.g., grade two CAPA Level I, grade three CAPA Level I, grade two CAPA Level II, and grade three CAPA

Level II). The county, school district, and school reports include only the percentage of students that scored at or above proficient for each of the five CAPA levels.

Internet summary CAPA results are reported for schools, school districts, counties, and the state on the CDE Web site at <http://star.cde.ca.gov>. CAPA scores are used, with results of other state tests, to meet state and federal school and school district accountability requirements.

## More Information

Additional information about the STAR Program and the CAPA is available from the STAR Program Web site at <http://www.cde.ca.gov/ta/tg/sr/> or by contacting the STAR Office at [STAR@cde.ca.gov](mailto:STAR@cde.ca.gov) or (916) 445-8765.



## 2006 STAR Program

# Scale Score Ranges for CAPA Performance Levels (by subject area and CAPA level)

The results for English-language arts and mathematics on the California Alternate Performance Assessment (CAPA) are reported according to scale scores and the corresponding performance levels as shown in the tables below. The five performance levels designated for reporting overall CAPA results are advanced, proficient, basic, below basic, and far below basic. The state target is for all students to score at the proficient or advanced level.

## English-Language Arts

CAPA Level	Far Below Basic	Below Basic	Basic	Proficient	Advanced
I	15–25	26–29	30–34	35–45	46–60
II	15–23	24–29	30–34	35–40	41–60
III	15–22	23–29	30–34	35–40	41–60
IV	15–24	25–29	30–34	35–40	41–60
V	15–24	25–29	30–34	35–41	42–60

## Mathematics

CAPA Level	Far Below Basic	Below Basic	Basic	Proficient	Advanced
I	15–20	21–29	30–34	35–42	43–60
II	15–25	26–29	30–34	35–40	41–60
III	15–24	25–29	30–34	35–42	43–60
IV	15–25	26–29	30–34	35–40	41–60
V	15–26	27–29	30–34	35–40	41–60

The grades that correspond with each CAPA level are as follows:

- Level I — grades two through eleven for students with complex, profound disabilities
- Level II — grades two and three
- Level III — grades four and five
- Level IV — grades six through eight
- Level V — grades nine through eleven

# Facts About the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)

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The California Achievement Tests, Sixth Edition Survey (CAT/6 Survey), are nationally norm-referenced tests that measure general academic knowledge. It is administered to students in grades three and seven only. A norm-referenced achievement test is a component of the Standardized Testing and Reporting (STAR) Program (*Education Code Section 60642*).

## Student Participation

All students in grades three and seven who take the California Standards Tests (CSTs) also take the CAT/6 Survey for their respective grade level.

Most students with disabilities and English learners take the CAT/6 Survey under standard conditions. Others may receive special assistance when taking the CAT/6 Survey. This assistance takes the form of test variations, accommodations, and modifications. A complete list of the allowable variations, accommodations, and modifications for students with disabilities and English learners is outlined in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* that is available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/sr/>.

## Test Content

By design, the CAT/6 Survey reflects the content of curricula used across the nation. The subject areas tested on the CAT/6 Survey for the STAR Program include reading/language, mathematics, and spelling. The reading/language test measures vocabulary, reading comprehension, and writing skills. Mathematics includes problem solving, basic operations, and procedures.

## Question Format

Questions on the CAT/6 Survey are in a multiple-choice format. Students are presented with a question and asked to select the correct answer from four or five possible choices. All multiple-choice questions are machine scored.

## Reporting CAT/6 Results

Individual student results for the CAT/6 Survey are reported to parents or guardians on the same STAR Student Report that includes the CST results.

The CAT/6 Survey is a commercial, nationally norm-referenced test that allows for national comparisons. To determine a score, each student's performance is compared to the performance of a nationally representative group of students from the same grade that previously took the CAT/6 Survey. This group of students is known as the "norm" group. As with other norm-referenced tests, the CAT/6 scores provided include national percentile ranks (NPRs). For example, a 50th NPR means that the student scored as well as or better than 50 percent of the students in the norm group.

Internet summary CAT/6 results are reported for schools, school districts, counties, and the state on the CDE Web site at <http://star.cde.ca.gov>. CAT/6 results are used, along with results of other state tests, to meet state accountability requirements.

## Facts About the Aprenda: La prueba de logos en español, Tercera edición (Aprenda 3)

The Aprenda: La prueba de logos en español, Tercera edición (Aprenda 3), is a nationally norm-referenced test of general academic knowledge in Spanish. The State Board of Education (SBE) adopted the Aprenda 3 as the designated primary language test beginning in 2006. Prior to 2006, the designated primary language test was the Spanish Assessment of Basic Education, Second Edition (SABE/2). A designated primary language test is a component of the STAR Program (*Education Code* Section 60640).

### Student Participation

Students in grades two through eleven who meet either one of the following criteria take the Aprenda 3:

- Spanish-speaking English learners who were enrolled in a school in the United States for less than 12 months on the day Aprenda 3 testing began.
- Spanish-speaking English learners who were receiving instruction in Spanish regardless of how long they had been in school in the United States.

School districts have the option of administering the Aprenda 3 to Spanish-speaking English learners who had been in a school in the United States for 12 months or more who were not receiving instruction in Spanish.

All students who are eligible to take the Aprenda 3 also take the tests in the STAR Program that are administered in English.

Some students with disabilities take the Aprenda 3 under standard conditions. Others may receive special assistance when taking the Aprenda 3. This assistance takes the form of test variations, accommodations, or modifications. A complete list of the allowable accommodations or modifications for students with disabilities is outlined in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* that is available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/sr/>.

### Test Content

The Aprenda 3 is based on a wide range of state, national, and international standards. It is designed to test Spanish-speaking student achievement in a range of core subject areas. The subject areas tested on the Aprenda 3 for the STAR Program include reading, language, spelling, and mathematics. The reading part of the test measures vocabulary and reading comprehension, and language focuses on effective writing skills. The mathematics part of the test includes problem solving and procedures.

### Question Format

Questions on the Aprenda 3 are in a multiple-choice format. Students are presented with a question and asked to select the correct answer from four or five possible choices. Students mark their answer choices in the test booklet for grades two and three and on an answer document for grades four through eleven. All multiple-choice questions are machine scored.

## Reporting Aprenda 3 Results

Individual student results for the Aprenda 3 are reported to parents or guardians within 20 working days after the school district receives them. Aprenda 3 student reports began arriving in school districts at the end of July. The school district is required to mail these reports to students' homes within 20 working days of receiving them.

The Aprenda 3 is an achievement test designed to provide norm-referenced interpretations. This means that to determine a score, each student's performance is compared to the performance of a sample of Spanish-speaking students from the same grade level that took the Aprenda 3 the first time it

was administered. Because of the special nature of the comparison group, the percentile ranks reported for the Aprenda 3 are called reference group percentile ranks (RPR).

Internet summary Aprenda 3 results are reported for schools, school districts, counties, and the state on the CDE Web site at <http://star.cde.ca.gov>. Aprenda 3 results are not used to meet any state or federal accountability requirements.

## More Information

Additional information on the Aprenda 3 is available at <http://harcourtassessment.com/HAIWEB/Cultures/en-us/dotCom/Aprenda+3.htm>.

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# Overview of Internet Reports

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The 2006 STAR Program Internet summary reports will be accessible through the California Department of Education (CDE) Web site at <http://star.cde.ca.gov>. This site allows users to access results for the four components of the STAR Program:

- California Standards Tests (CSTs)
- California Alternate Performance Assessment (CAPA)
- California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)
- Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3)

The results Web site also provides a link to previous years' STAR Program results (going back to 1998) and other related resources.

In order to view the 2006 STAR Program Internet summary reports, the minimum Web browser requirements are Microsoft Internet Explorer version 5.5 or above, Netscape Navigator version 6.x or above, Mozilla Firefox 0.8 or above, or another Web browser compatible with these standards.

When the 2006 STAR Program Internet summary results are released, research files that contain the same information provided on the Internet reports will be available in a variety of formats. Statewide research files are available in comma-delimited, fixed-length, and extensible markup language (XML) formats. County and districtwide files are only available in comma-delimited formats. (Aprenda 3 research files are available only in comma-delimited format.) These formats are provided to allow for more complex analyses and customized reporting of the summary data. These files will be available on the CDE Web site at <http://star.cde.ca.gov/star2006/>. Instructions for downloading the research files, a description of the software requirements, and file layouts are available in the Appendix.

## Levels and Groups Reported

The Internet summary reports can be viewed for each of the STAR Program tests for the state, county, school district, or school level. In addition, the Internet summary reports can be accessed for "All Students" and the following groups, incorporating over 40 demographic subgroups:

- (Students with) Disabilities
- Economic Status

- English-Language Fluency (Only English learners took the Aprenda 3)
- Ethnicity
- Gender
- Special Program Participation (e.g., Title I, Gifted and Talented, English Learner in ELD) (not for Aprenda 3)
- Parent Education (not for Aprenda 3)

Aprenda 3 subgroup results also include:

- English learners who have been in U.S. schools less than 12 months when tested
- English learners who had been in U.S. schools 12 months or more when tested

## **Grade Levels and Subject Areas/Courses Reported**

The Internet reports display summary results organized by grade level and subject area and/or course. Specifically the Internet reports will:

- Include CST grade-level results for:
  - English-language arts (grades two through eleven)
  - Mathematics (grades two through seven)
  - History-social science (grade eight)
  - Science (grades five, eight, and ten)
- For grades eight through eleven, include CST results in mathematics for:
  - General Mathematics (grades eight and nine)
  - Algebra I
  - Geometry
  - Algebra II
  - Summative High School Mathematics
  - Integrated Mathematics 1, 2, and 3
- For grades ten and eleven, include CST results in history-social science for:
  - World History (grade ten)
  - U.S. History (grade eleven)
- For grades nine through eleven, include CST end-of-course science results for:
  - Biology
  - Earth Science
  - Chemistry
  - Physics
  - Integrated/Coordinated Science 1, 2, 3, and 4

- Include CAT/6 Survey results in grades three and seven for:
  - Reading
  - Language
  - Spelling
  - Mathematics
- Include CAPA results for:
  - English-language arts
  - Mathematics
- Include Aprenda 3 results for:
  - Reading
  - Language
  - Spelling
  - Mathematics

## Types of Scores Reported

The STAR Program Internet reports will display results for each test by the following types of scores:

- **CSTs**
  - Enrollment for each grade
  - Number of students tested for each test and grade
  - Percentage of enrolled students who were tested
  - Mean scale score
  - Percentage of students scoring at each performance level
- **CAPA**
  - Number of students tested for each test level and grade (state report only)
  - Number of students tested for each test level (county, school district, and school reports)
  - Mean scale score
  - Percentage of students scoring at each performance level (state report only)
  - Percentage of students scoring at or above proficient (county, school district, and school reports)
- **CAT/6 Survey**
  - Enrollment for each grade
  - Number of students tested
  - National percentile rank (NPR) for an “average” student
  - Percentage of students scoring in the top quarter (above 75th NPR)
  - Percentage of students scoring in the top half (at or above 50th NPR)
  - Percentage of students scoring in top three-quarters (above 25th NPR)
  - Mean scale score

**■ Apenda 3**

- Number of students tested
- Reference percentile rank for an “average” student
- Percentage of students scoring in the top quarter (above 75th RP\*)
- Percentage of students scoring in the top half (above 50th RP\*)
- Percentage of students scoring in top three-quarters (above 25th RP\*)
- Mean scaled score

**Individual Student Results**

Individual student results are not reported on the Internet. They are available only on student reports mailed to each student’s parents or guardians or through the schools where the students are currently enrolled. Further, in order to protect the confidentiality of students, results are not reported to the public for any group of ten or fewer students.

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\* RP stands for Reference Percentile (Rank).



## Overview of Internet Reports

# Questions and Answers About Internet Reporting

### How can the media/public get the 2006 STAR Program results?

The primary sources for the 2006 STAR Program summary results are the Internet reports and the research files, which can be accessed as noted in the box below.

### Will individual student results be posted on the Internet?

No. Results for individual students are confidential and only are available to the students' parents and guardians. Results for individual students are available only in the reports mailed to parents and guardians or at the schools where the students are enrolled.

### How will the results for the grades four and seven California Writing Standards Tests be reported?

The scores for the writing section of the grades four and seven California English-Language Arts Standards Tests are added to the multiple-choice scores for each student to calculate the California English-Language Arts Standards Test scale scores and to assign each score to a performance level. There is no separate Internet reporting for the writing section of the test.

### Can Internet summary results be compared from year to year?

California Standards Test (CST) results can be compared within the same grade level and subject area. For example, 2006 grade six mathematics results can be compared to 2005 grade six mathematics results. This comparison can be made across years within a school, between schools, or between a school, its school district, county, or the state.

When making comparisons, one can compare the average scale score, the percentage of students scoring at each performance level, or the percentage of students scoring at the proficient or advanced performance level. Comparisons should not be made between grades or subject areas. For example, grade

six mathematics should not be compared to grade five mathematics or to grade six English-language arts.

More information about comparing results on the 2006 CSTs and California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) is available at <http://star.cde.ca.gov/star2006/>.

### Can the media/public see the tests that were administered?

No. The tests can be seen only by students who participate in the STAR Program and by legislators and school board members under special circumstances. These security precautions ensure that the tests are fair for all students and that test questions can be used for more than one year.

The California Department of Education (CDE) has released CST questions from previous administrations. These released questions may be viewed on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

### How final are the Internet results posted on August 15?

The results posted on the Internet on August 15 are preliminary, until school districts complete their review of the data. Revisions in these results are expected to be made during the fall with the final 2006 results posted in December. Additionally, some school districts do not complete testing in time to have results reported on August 15, and preliminary results for these school districts will not be posted until September.

#### Note:

- The 2006 STAR Program Internet summary reports will be posted at <http://star.cde.ca.gov>.
- The research files will be posted at <http://star.cde.ca.gov>.

## Overview of Internet Reports

# Accessing the Internet Reports

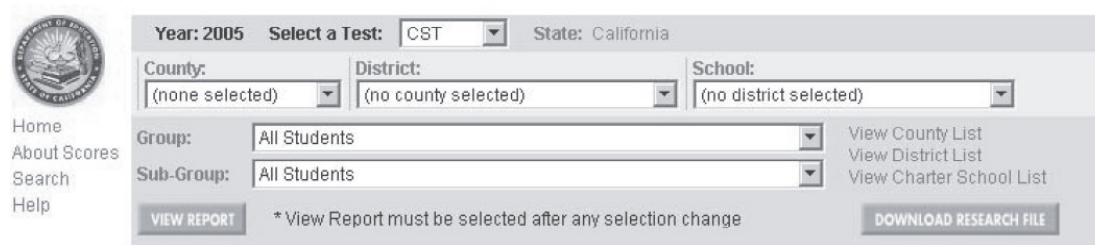
This section provides directions to access STAR Program test results on the CDE Web site. Reports for the state, counties, school districts, and schools and for any tests in the STAR Program can be accessed using the information that follows.

## Accessing the CST, CAPA, CAT/6 Survey, and Aprenda 3 Results

To access the 2006 CST, CAPA, CAT/6 Survey, and Aprenda 3 results:

1. Go to <http://star.cde.ca.gov>.
2. Click on “STAR 2006 Test Results (Schools, District, County and Statewide Summary Results).”
3. To access CST, CAPA, and CAT/6 Survey results, click on “Test Results” on the left-hand navigation bar.
4. To access Aprenda 3 results:
  - Click on the Aprenda 3 link in the list of tests.
  - Click on Aprenda 3 Home Page on the left-hand navigation bar
  - Click on “Test Results” on the left-hand navigation bar.

The following panel will appear in the screen:



The screenshot shows a web interface for selecting test results. On the left is a navigation menu with links: Home, About Scores, Search, and Help. The main panel has a header with 'Year: 2005', 'Select a Test: CST' (in a dropdown), and 'State: California'. Below this are three dropdown menus for 'County:' (none selected), 'District:' (no county selected), and 'School:' (no district selected). Further down are 'Group:' and 'Sub-Group:' dropdowns, both set to 'All Students'. To the right of these are three links: 'View County List', 'View District List', and 'View Charter School List'. At the bottom left is a 'VIEW REPORT' button, followed by the text '\* View Report must be selected after any selection change', and at the bottom right is a 'DOWNLOAD RESEARCH FILE' button.

On this panel, use the pull-down menus to select the results you want to view.

5. Select the test (CST, CAPA, or CAT/6 Survey). Note: Aprenda 3 has no test drop-down box.
6. Select the level of results (State, County, District, or School). The state-level results are provided if no level is specified. If another level is desired, select the County first, followed by the District, and then the School.
7. Select the Group and Subgroup.

Once you have made your selections, click on “View Report” to see the report. More detailed information about how to use the pull-down menus to find test results is available at [http://star.cde.ca.gov/star2005/help\\_navigating.asp](http://star.cde.ca.gov/star2005/help_navigating.asp). (After August 15, the Web site is [http://star.cde.ca.gov/star2006/help\\_navigating.asp](http://star.cde.ca.gov/star2006/help_navigating.asp).) Any of the STAR Program Internet summary reports for 2006 may be printed by clicking on “Print Report” which appears on the upper and lower right-hand side of the report. More detailed instructions about printing reports are available at [http://star.cde.ca.gov/star2005/help\\_viewscores.asp](http://star.cde.ca.gov/star2005/help_viewscores.asp). (After August 15, the Web site is [http://star.cde.ca.gov/star2006/help\\_viewscores.asp](http://star.cde.ca.gov/star2006/help_viewscores.asp).)

## Sample Internet Reports

Sample Internet reports for each test in the STAR Program are provided on pages 26 through 33.

# Sample Internet Reports

## California Standardized Testing and Reporting (STAR)

State of California

All Students

Total Enrollment on First Day of Testing: x,xxx,xxx  
 Total Number Tested: x,xxx,xxx  
 Total Number Tested in Selected Subgroup: x,xxx,xxx

County Name: ----  
 District Name: ----  
 School Name: ----  
 CDS Code: 00-00000-0000000

### California Standards Test Scores - 2006

#### Grades

	2	3	4	5	6	7	8	9	10	11	EOC
<b>Reported Enrollment</b>	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	
<b>CST English-Language Arts</b>											
Students Tested	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	
% Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	
<b>CST Mathematics</b>											
Students Tested	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx				
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %				
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x				
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %	xx %				
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %	xx %				
% Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %				
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %				
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %				
<b>CST General Mathematics (Grades 6 &amp; 7 Standards)</b>											
Students Tested							xxxxxx	xxxxxx			xxxxxx
% of Enrollment							xx.x %	xx.x %			
Mean Scale Score							xxx.x	xxx.x			xxx.x
% Advanced							xx %	xx %			xx %
% Proficient							xx %	xx %			xx %
% Basic							xx %	xx %			xx %
% Below Basic							xx %	xx %			xx %
% Far Below Basic							xx %	xx %			xx %
<b>CST Algebra I</b>											
Students Tested							xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment							xx.x %	xx.x %	xx.x %	xx.x %	
Mean Scale Score							xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced							xx %	xx %	xx %	xx %	xx %
% Proficient							xx %	xx %	xx %	xx %	xx %
% Basic							xx %	xx %	xx %	xx %	xx %
% Below Basic							xx %	xx %	xx %	xx %	xx %
% Far Below Basic							xx %	xx %	xx %	xx %	xx %
<b>CST Integrated Math 1</b>											
Students Tested							xxxxx	xxxxx	xxxxx	xxxxx	xxxxx
% of Enrollment							xx.x %	xx.x %	xx.x %	xx.x %	
Mean Scale Score							xxx.x	xxx.x	xxx.x	xxx.x	xxx.x

% Advanced	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %
<b>CST Geometry</b>					
Students Tested	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %	
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %
<b>CST Integrated Math 2</b>					
Students Tested	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %	
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %
<b>CST Algebra II</b>					
Students Tested	xxxxx	xxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %	
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %
<b>CST Integrated Math 3</b>					
Students Tested		xxxxx	xxxxx	xxxxx	xxxxx
% of Enrollment		xx.x %	xx.x %	xx.x %	
Mean Scale Score		xxx.x	xxx.x	xxx.x	xxx.x
% Advanced		xx %	xx %	xx %	xx %
% Proficient		xx %	xx %	xx %	xx %
% Basic		xx %	xx %	xx %	xx %
% Below Basic		xx %	xx %	xx %	xx %
% Far Below Basic		xx %	xx %	xx %	xx %
<b>CST Summative High School Mathematics (Grade 9-11)</b>					
Students Tested		xxxxx	xxxxx	xxxxxx	xxxxxx
% of Enrollment		xx.x %	xx.x %	xx.x %	
Mean Scale Score		xxx.x	xxx.x	xxx.x	xxx.x
% Advanced		xx %	xx %	xx %	xx %
% Proficient		xx %	xx %	xx %	xx %
% Basic		xx %	xx %	xx %	xx %
% Below Basic		xx %	xx %	xx %	xx %
% Far Below Basic		xx %	xx %	xx %	xx %
<b>CST History - Social Science Grade 8 Cumulative</b>					
Students Tested	xxxxxx				
% of Enrollment	xx.x %				
Mean Scale Score	xxx.x				
% Advanced	xx %				
% Proficient	xx %				
% Basic	xx %				
% Below Basic	xx %				
% Far Below Basic	xx %				
<b>CST World History</b>					
Students Tested				xxxxxx	

% of Enrollment	xx.x %			
Mean Scale Score	xxx.x			
% Advanced	xx %			
% Proficient	xx %			
% Basic	xx %			
% Below Basic	xx %			
% Far Below Basic	xx %			
CST U.S. History				
Students Tested	xxxxxx			
% of Enrollment	xx.x %			
Mean Scale Score	xxx.x			
% Advanced	xx %			
% Proficient	xx %			
% Basic	xx %			
% Below Basic	xx %			
% Far Below Basic	xx %			
CST Science - Grade 5, Grade 8, and Grade 10 Life Science				
Students Tested	xxxxxx	xxxxxx	xxxxxx	
% of Enrollment	xx.x %	xx.x %	xx.x %	
Mean Scale Score	xxx.x	xxx.x	xxx.x	
% Advanced	xx %	xx %	xx %	
% Proficient	xx %	xx %	xx %	
% Basic	xx %	xx %	xx %	
% Below Basic	xx %	xx %	xx %	
% Far Below Basic	xx %	xx %	xx %	
CST Biology/Life Sciences				
Students Tested	xxxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST Chemistry				
Students Tested	xxxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST Earth Science				
Students Tested	xxxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST Physics				
Students Tested	xxxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %

**CST Integrated/Coordinated Science 1**

Students Tested	xxxxx	xxxxx	xxxxx	xxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %

**CST Integrated/Coordinated Science 2**

Students Tested	xxxxx	xxxxx	xxxxx	xxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %

**CST Integrated/Coordinated Science 3**

Students Tested	xxxxx	xxxxx	xxxxx	xxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %

**CST Integrated/Coordinated Science 4**

Students Tested	xxxxx	xxxxx	xxxxx	xxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %

# California Standardized Testing and Reporting (STAR)

## State of California All Students

Total Enrollment on First Day of Testing: x,xxx,xxx  
 Total Number Tested: x,xxx,xxx  
 Total Number Tested in Selected Subgroup: x,xx,xxx

County Name: ----  
 District Name: ----  
 School Name: ----  
 CDS Code: 00-00000-0000000

### California Alternate Performance Assessment Scores - 2006

Total Number Tested in CAPA: xx,xxx  
 Percent Tested: (xx,xxx / x,xxx,xxx) .xx %

Level I Grades										
	2	3	4	5	6	7	8	9	10	11
<b>CAPA English-Language Arts</b>										
Students Tested	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx
Mean Scale Score	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
<b>CAPA Mathematics</b>										
Students Tested	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx
Mean Scale Score	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
Level II      Level III      Level IV      Level V										
	Grades		Grades		Grades			Grades		
	2	3	4	5	6	7	8	9	10	11
<b>CAPA English-Language Arts</b>										
Students Tested	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx
Mean Scale Score	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
<b>CAPA Mathematics</b>										
Students Tested	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx
Mean Scale Score	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %



# California Standardized Testing and Reporting (STAR)

Xxxxxxxxxx County

All Students

Total Enrollment on First Day of Testing: xx,xxx  
 Total Number Tested: xx,xxx  
 Total Number Tested in Selected Subgroup: xx,xxx

County Name: Xxxxxxxxxx County  
 District Name: ----  
 School Name: ----  
 CDS Code: xx-00000-0000000

## California Alternate Performance Assessment Scores - 2006

Total Number Tested in CAPA: xxx  
 Percent Tested: (xxx / xx,xxx) .xx %

note alameda all students may 18 06 in black

	Level I Grades 2-11	Level II Grades 2-3	Level III Grades 4-5	Level IV Grades 6-8	Level V Grades 9-11
<b>CAPA English-Language Arts</b>					
Students Tested	xx	xx	xx	xx	xx
Mean Scale Score	xx.X	xx.X	xx.X	xx.X	xx.X
% At or Above Proficient	xx %	xx %	xx %	xx %	xx %
<b>CAPA Mathematics</b>					
Students Tested	xx	xx	xx	xx	xx
Mean Scale Score	xx.X	xx.X	xx.X	xx.X	xx.X
% At or Above Proficient	xx %	xx %	xx %	xx %	xx %

# California Standardized Testing and Reporting (STAR)

State of California

All Students

Total Enrollment on First Day of Testing: x,xxx,xxx  
 Total Number Tested: x,xxx,xxx  
 Total Number Tested in Selected Subgroup: x,xxx,xxx

County Name: ----  
 District Name: ----  
 School Name: ----  
 CDS Code: 00-00000-0000000

## CAT/6 Survey Test Scores - 2006

### Grades

	2	3	4	5	6	7	8	9	10	11
<b>Reported Enrollment</b>		xxxxxx				xxxxxxx				
<b>CAT/6 Reading</b>										
Students Tested		xxxxxx				xxxxxx				
NPR for "Avg." Student Score		xx				xx				
% Scoring Above 75th NPR		xx %				xx %				
% Scoring At Or Above 50th NPR		xx %				xx %				
% Scoring Above 25th NPR		xx %				xx %				
Mean Scale Score		xxx.x				xxx.x				
<b>CAT/6 Language</b>										
Students Tested		xxxxxx				xxxxxx				
NPR for "Avg." Student Score		xx				xx				
% Scoring Above 75th NPR		xx %				xx %				
% Scoring At Or Above 50th NPR		xx %				xx %				
% Scoring Above 25th NPR		xx %				xx %				
Mean Scale Score		xxx.x				xxx.x				
<b>CAT/6 Mathematics</b>										
Students Tested		xxxxxx				xxxxxx				
NPR for "Avg." Student Score		xx				xx				
% Scoring Above 75th NPR		xx %				xx %				
% Scoring At Or Above 50th NPR		xx %				xx %				
% Scoring Above 25th NPR		xx %				xx %				
Mean Scale Score		xxx.x				xxx.x				
<b>CAT/6 Spelling</b>										
Students Tested		xxxxxx				xxxxxx				
NPR for "Avg." Student Score		xx				xx				
% Scoring Above 75th NPR		xx %				xx %				
% Scoring At Or Above 50th NPR		xx %				xx %				
% Scoring Above 25th NPR		xx %				xx %				
Mean Scale Score		xxx.x				xxx.x				

## Sample Aprenda 3 Summary Report

### California Designated Primary Language Test (DPLT)

State of California  
All Students

Total Number Tested:       xx,xxx

County Name:

District Name:

School Name:

CDS Code:               xx-xxxxx-xxxxxxx

#### APRENDAS 3 Test Scores - 2006

#### Grades

	2	3	4	5	6	7	8	9	10	11
<b>Total Tested</b>										
<b>Reading</b>										
Students Tested	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx
RPR for "Avg." Student Score	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx
% Scoring Above 75th RP	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
% Scoring Above 50th RP	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
% Scoring Above 25th RP	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
Mean Scaled Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
<b>Mathematics</b>										
Students Tested	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx
RPR for "Avg." Student Score	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx
% Scoring Above 75th RP	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
% Scoring Above 50th RP	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
% Scoring Above 25th RP	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
Mean Scaled Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
<b>Language</b>										
Students Tested	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx
RPR for "Avg." Student Score	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx
% Scoring Above 75th RP	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
% Scoring Above 50th RP	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
% Scoring Above 25th RP	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
Mean Scaled Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
<b>Spelling</b>										
Students Tested	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx
RPR for "Avg." Student Score	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx
% Scoring Above 75th RP	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
% Scoring Above 50th RP	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
% Scoring Above 25th RP	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
Mean Scaled Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x

- RP stands for Reference Percentile.
- RPR stands for Reference Percentile Rank.
- The RPR is based on the Mean Reference Normal Curve Equivalent (MRNCE) score for each group.
- In order to protect student confidentiality, an asterisk appears where scores are based on 10 or fewer students.

## Appendix

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**Research File Downloading Instructions**

**Research File Layout**

**A Chronology of State Testing: 1997–2006**

**Glossary of Terms/Acronyms**

**Web Site Resources**

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# Research File Downloading Instructions

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## Downloading the CST, CAPA, and CAT/6 Survey Research Data File

Please note that using the research files provided at this site requires expertise in the management of large data files. These files can range from 1MB to 90MB and more and take many hours to download if using a 56kb modem.

Many of the school district and county research files are too large for spreadsheet applications such as MS Excel. Database applications like MS Access, SAS, or SPSS are required to fully manage these research files.

For each entity (school, school district, county, or state), there are on average 900 records. Each record represents a different combination of demographic subgroups, grade levels, and test types. With so many records per entity, it is critical that the desired combination of characteristics is accurately selected.

Copying individual report pages into a spreadsheet application is possible if the target computer is using the most current operating systems and spreadsheet application versions.

## Selecting a Research File

The research files contain the aggregate score data for the CSTs, the CAPA, and the CAT/6 Survey. The research files are available in three formats: fixed-length, comma-delimited, and extensible markup language (XML). Two different statewide research files are available to download. Both statewide research files contain state, county, school district, and school data. One file, "All Students," contains no demographic subgroup data while the other file includes all demographic subgroup data. Both of these files are available in each of the three formats identified.

Files also can be downloaded for any single county or school district. These files contain all data (all subgroups and tests) for all entities comprising the selected entity. For example, if a school district file is selected, the data for all schools in that school district will be included in the file. The research files are comma-delimited and zipped to allow easier download and file import management. "School only" files are not available.

The 2006 Entities File contains all school, school district, and county names. This file must be merged with the research file to join these entity names with the appropriate score data. A database program such as MS Access is most appropriate for this purpose.

## Research File Formats, Layouts, and Lookup Tables

Research file layouts and value lookup tables are available at [http://star.cde.ca.gov/star2006/research\\_fixfileformat.asp](http://star.cde.ca.gov/star2006/research_fixfileformat.asp).

The Research File Layout link provides the following information:

- Type Legend – data format of individual data fields
- Entities File – layout of entity file data fields
- Test Data File – layout of test data file data fields
- Table A – demographic subgroup listing
- Table B – grade listing
- Table C – test name listing
- Table D – CAPA levels and corresponding grade spans

Users of comma-delimited research files will find these layouts useful in confirming the sequence of elements as well as value lookup. Users may view and/or download any of the layouts and tables.

Also available from the Research File page are two additional comma-delimited lookup files:

- Tests ID/Name Lookup Table – This table identifies subject test names and IDs for each CST, CAT/6 Survey, and CAPA test.
- Subgroup ID/Name Lookup Table – This table identifies each of the demographic subgroups and IDs reported in the STAR Program results.

Both of these lookup tables are useful when associating test and subgroup IDs and names with codes in the comma-delimited or fixed-length files.

A database “shell” is another alternative provided at this site. Once downloaded to the target computer, this application provides a powerful school, school district, CDS, and ZIP code search capability as well as a formatted report containing all the data for the selected entity. This MS Access 2000 shell contains all entity data and is designed to import any of the selected state, county, or school district comma-delimited files. MS Access 2000 must already be installed on your computer.

## Compression Software Requirements

Research files downloaded from this site are compressed. If uncompression software is not already installed on the target computers, it is available at the following locations:

- For PC Users – Use uncompression software such as WinZip (An evaluation copy of WinZip is available at no cost at <http://www.winzip.com>.)
- For Mac Users – Use uncompression software such as StuffIt Expander (StuffIt Expander is available at no cost from Aladdin Systems at <http://www.stuffit.com/mac/expander/download.html>.)

## Instructions for Downloading Data Files

Instructions for downloading the data files are as follows:

1. Go to <http://star.cde.ca.gov>.
2. Click on “STAR 2006 Test Results.”
3. Click on “Research Files.”
4. Click on “Research Download File Instructions, Formats, File Layout, and Usage.”

## Getting Accurate Results from the Research Files

Whether working with the fixed-length, comma-delimited, XML, or MS Access 2000 research files, achieving accurate results requires an understanding of the structure and content of the two primary tables: the entities and the test data tables. The research files have many rows for each entity. There are records for each combination of 11 grades (includes end-of-course as a grade), 29 tests, and 54 subgroups. This means that there are hundreds to thousands of records for each entity, with an average of approximately 900 records. In order to work correctly with the data, you must use constraints to limit the data you are reporting. These constraints are discussed in “Research Download File Instructions, Formats, File Layout, and Usage” on the STAR Web site.

Providing accurate and meaningful reports from the research files generally requires working with multiple data tables and an understanding of “relational” data tables and their manipulations.

## Downloading Apenda 3 (and SABE/2) Research Data file

Please note that using the Apenda 3 and SABE/2 research files provided at this site requires advanced data management skills. Many of the school district and county research files may be too large for spreadsheet applications such as MS Excel. Database applications like MS Access, SAS, or SPSS will be required to fully manage these research files. The files have been formatted as .CSV but named with the .TXT extension in order to provide the greatest degree of control when importing the file. In particular, the .TXT extension best allows the user to retain the leading zero(s) when importing the data into a number of the most popular applications.

For each entity (school, school district, county, or state), there are numerous records. Each record represents a different combination of demographic subgroups and grade levels. With multiple records per entity, it is critical that the desired combination of characteristics is accurately selected.

In order to protect student confidentiality, scores are not included for any group of ten or fewer students. Suppressed scores are indicated by an asterisk (\*) in the appropriate field.

Copying individual report pages into a spreadsheet application is possible if the target computer is using the most current operating systems and spreadsheet application versions.

### Selecting a Research File

The Apenda 3 and SABE/2 research files contain aggregate score data. The research files are available in the comma-delimited format. The first line of each file lists the appropriate field names. A statewide research file containing the state, county, school district, and school data for "All Students" (no demographic subgroup data) is available. In addition, a similar statewide research file containing the data for "All Sub-groups" is available.

Files can also be downloaded for any single county, school district or school. These files may contain all data (all subgroups) for all entities comprising the selected entity or only the selected subgroup, depending on the users choice at the time of downloading. For example, if a school district file is selected, the data for all schools in that school district are included in the file. The research files are comma-delimited and may be zipped to allow easier download and file import management.

The Apenda 3 and SABE/2 Entities File contains all school, school district, and county names for which test results are available for a specific year. This file must



be merged with the research file to join these entity names with the appropriate score data. A database program such as MS Access is most appropriate for this purpose.

The Apenda 3 and SABE/2 files are named using the following convention:

**DPLT\_<test\_year>\_<county\_code>-<district\_code>-<charter\_number>-  
<school\_code>-<subgroup\_ID>.<txt | zip>**

The filename will always contain a complete CDS plus subgroup and may be padded with zeros for higher level entities (e.g., a District level report would have a school code of "0000000"). A Subgroup\_ID of "000" in the filename indicates All Subgroups. The file extension will be either TXT or ZIP, depending on whether the file was large enough to require compression.

## Research File Formats, Layouts, and Lookup Tables

Research file layouts and value lookup table are available for both Apenda 3 and SABE/2 research files. To access these tables from the DPLT home page (<http://www.dplt.net>):

- Select the "Apenda 3 Homepage" or "SABE/2 Homepage" link
- Select the "Research Files" link
- Select the "Research File Download Instructions," "Formats," "File Layouts," and "Usage" link
- Select the "Research File Layout" link (located midway down the page)

The "Research File Layout" link provides the following information:

- Type Legend – data format of individual data fields
- Entities File – layout of entity file data fields
- Test Data File – layout of test data file data fields
- Table A – demographic subgroup listing
- Table B – grade listing

Users will find these layouts useful in confirming the sequence of elements as well as value lookup. Users may view and/or download any of the layouts and tables.

## Compression Software Requirements

Files downloaded from this site may be compressed using the ZIP format. If uncompression software is not already installed on the target computers, it is available at the following locations:

- For PC Users – Use uncompression software such as WinZip (An evaluation copy of Winzip is available at no cost at <http://www.winzip.com>.)
- For Mac Users – Use uncompression software such as StuffIt Expander (StuffIt Expander is available at no cost from Aladdin Systems at <http://www.stuffit.com/mac/expander/download.html>.)

## Getting Accurate Results from the Research Files

Achieving accurate results requires an understanding of the structure and content of the two primary tables: the entities and the test data tables. The research files have many rows for each entity. In order to correctly work with the data, you must use constraints to limit the data you are reporting. These constraints are discussed in the “Research Download File Instructions, Formats, File Layout, and Usage” on the Aprenda 3 and SABE/2 Web site.

# Research File Layout

## 2006 STAR Program Fixed-Length ASCII Files Record Definitions

The data layout for the 2006 fixed-length ASCII file can be accessed at <http://star.cde.ca.gov>. The following pages include a number of additional tables that identify the subgroups, grades, CAPA level, and test names.

Type Legend	
T	Alphabetic text (letters only)
A	Alphanumeric text (letters and numbers allowed)
N	Number (numbers only)
SA	Alphanumeric with left-filled spaces
AS	Alphanumeric with right-filled spaces
ZA	Alphanumeric with left-filled zeroes
AZ	Alphanumeric with right-filled zeroes
ZN	Numeric with left-filled zeroes
NZ	Numeric with right-filled zeroes
SN	Numeric with left-filled spaces
4Y	4-digit year

Entities File				
The file created is comprised of state, all tested counties, school districts, and schools in California.				
Data	Type	Length	Start Position	End Position
County Code	ZN	2	1	2
District Code	ZN	5	3	7
School Code	ZN	7	8	14
Charter Number	ZN	4	15	18
Test Year	ZN	4	19	22
Type ID '04' = State '05' = County '06' = District '07' = School '09' = Independent Charter School '10' = Dependent Charter School	ZN	2	23	24
County Name	SA	50	25	74
District Name	SA	50	75	124
School Name	SA	50	125	174
Zip Code	ZN	5	175	179

Test Data File				
Data/Column Heading	Type	Length	Start Position	End Position
County Code	ZA	2	1	2
District Code	ZA	5	3	7
School Code	ZA	7	8	14
Charter Number	ZA	4	15	18
Test Year - '2006'	4Y	4	19	22
Subgroup ID (Detailed listing provided Below – Table A)	ZN	3	23	25
Test Type *CST = 'C' *CAPA = 'P' *CAT/6 = 'N'	A	1	26	26
CAPA Assessment Level (Table D)	N	1	27	27
Total STAR Enrollment	SN	7	28	34
Total Tested at Entity Level	SN	7	35	41
Total Tested at Subgroup Level	SN	7	42	48
Grade (values 02 – 13) - Table B	ZN	2	49	50
Test ID (Detailed listing provided below – Table C)	ZN	2	51	52
STAR Reported Enrollment/CAPA Eligible	SN	7	53	59
Students Tested	SN	7	60	66
Percent Tested	SN	5	67	71
Mean Scale Score	SN	5(999.9)	72	76
CST/CAPA Percentage Advanced	SN	3	77	79
CST/CAPA Percentage Proficient	SN	3	80	82
CST/CAPA Percentage At or Above Proficient	SN	3	83	85
CST/CAPA Percentage Basic	SN	3	86	88
CST/CAPA Percentage Below Basic	SN	3	89	91
CST/CAPA Percentage Far Below Basic	SN	3	92	94
Mean PR (NPR for Average Student Score)	SN	3	95	97
PAC75 (Percent Scoring above 75th NPR)	SN	3	98	100
PAC50 (Percent Scoring at or above 50th NPR)	SN	3	101	103
PAC25 (Percent Scoring above 25th NPR)	SN	3	104	106

\* Note: Data will be blank if it is not applicable to that test.

**Table A – Subgroup ID**

<b>Subgroups</b>	<b>Sub Group ID</b>
All Students	1
<b>Gender</b>	
Males	3
Females	4
<b>English-Language Fluency</b>	
Fluent-English Proficient and English Only	6
Initially-Fluent English Proficient (I-FEP)	7
Redesignated Fluent-English Proficient (R-FEP)	8
English Only	180
English Learner	160
English Learners Enrolled in CA Public Schools Less than 12 Months	120
English Learners Enrolled in CA Public Schools 12 Months or More	142
<b>Economic Status</b>	
Economically Disadvantaged	31
Non-Economically Disadvantaged	111
<b>Students with Disabilities</b>	
Students with Disability	128
Students with No Reported Disability	99
<b>Ethnicity</b>	
African American	74
American Indian or Alaska Native	75
Filipino	77
Hispanic or Latino	78
White (not Hispanic)	80
Asian	76
Chinese	129
Japanese	130

Korean	131
Vietnamese	132
Asian Indian	133
Laotian	134
Cambodian	135
Other Asian	136
Pacific Islander	79
Native Hawaiian	137
Guamanian	138
Samoan	139
Tahitian	140
Other Pacific Islander	141
Declined to State	999
<b>Parent Education</b>	
Not a High School Graduate	90
High School Graduate	91
Some College (Includes AA Degree)	92
College Graduate	93
Graduate School/Post Graduate	94
Parent Education – Declined to State	121
<b>Special Program Participation</b>	
Class Size Reduction	24
Migrant Education	28
Indian Education	29
Gifted and Talented	30
Receiving Title I Services	146
English Learner in ELD	108
English Learner in ELD and SDAIE	165
English Learner in ELD and SDAIE with Primary Language Support	166
English Learner in ELD and Academic Subjects with Primary Language Support	167
English Learner in Other Program	170
English Learner in None	171

Table B – Grade	
Grade	Description
02	2nd Grade
03	3rd Grade
04	4th Grade
05	5th Grade
06	6th Grade
07	7th Grade
08	8th Grade
09	9th Grade
10	10th Grade
11	11th Grade
12	12th Grade
13	End of Course

Table D – CAPA Levels	
CAPA Level	Corresponding Grade-Spans
Level I	Students in grades 2 – 11 (those with the most complex/profound disabilities)
Level II	Students in grades 2 and 3
Level III	Students in grades 4 and 5
Level IV	Students in grades 6 – 8
Level V	Students in grades 9 – 11

Table C – Tests	
Test ID	Test Name
01	CAT/6 Reading
02	CAT/6 Mathematics
03	CAT/6 Language
04	CAT/6 Spelling
05	CAT/6 Science
07	CST English-Language Arts
08	CST Mathematics
09	CST Algebra I
10	CST Integrated Math 1
11	CST Geometry
12	CST Integrated Math 2
13	CST Algebra II
14	CST Integrated Math 3
15	CST High School (Summative) Mathematics (Grades 9-11)
18	CST World History
19	CST U.S. History
20	CST Biology/Life Sciences
21	CST Chemistry
22	CST Earth Science
23	CST Physics
24	CST Integrated/Coordinated Science 1
25	CST Integrated/Coordinated Science 2
26	CST Integrated/Coordinated Science 3
27	CST Integrated/Coordinated Science 4
28	CST General Mathematics (Grades 6 & 7 Standards)
29	CST History - Social Science Grade 8 Cumulative
30	CAPA English-Language Arts
31	CAPA Mathematics
32	CST Grade 5, Grade 8, and Grade 10 Life Science

## DPLT Research File Layout

### Appendix 3

Research files are provided as comma-separated ASCII text  
The field names listed below are included as the first line of each file

Field Number	Field Name	Field Description
1	test_year	Test year
2	county_code	County code
3	district_code	District code
4	charter_number	Charter number
5	school_code	School code
6	subgroup_ID	Subgroup ID
7	grade	Grade
8	TotTested	Total number of students tested
<b>Reading Test</b>		
9	RTested	Total number valid
10	RRPR	Percentile rank of the mean NCE
11	R75	Percent scoring above PR 75
12	R50	Percent scoring at or above PR 50
13	R25	Percent scoring above PR 25
14	RMean_SS	Mean scaled score
<b>Math Test</b>		
15	MTested	Total number valid
16	MRPR	Percentile rank of the mean NCE
17	M75	Percent scoring above PR 75
18	M50	Percent scoring at or above PR 50
19	M25	Percent scoring above PR 25
20	MMean_SS	Mean scaled score
<b>Language Test</b>		
21	LTested	Total number valid
22	LRPR	Percentile rank of the mean NCE
23	L75	Percent scoring above PR 75
24	L50	Percent scoring at or above PR 50
25	L25	Percent scoring above PR 25
26	LMean_SS	Mean scaled score
<b>Spelling Test</b>		
27	STested	Total number valid
28	SRPR	Percentile rank of the mean NCE
29	S75	Percent scoring above PR 75
30	S50	Percent scoring at or above PR 50
31	S25	Percent scoring above PR 25
32	SMean_SS	Mean scaled score

## DPLT Research Entity Layout

### Appendix 3

Entity files are provided as comma-separated ASCII text  
The field names listed below are included as the first line of each file

Field Number	Field Name	Field Description
1	test_year	Test year
2	county_code	County code
3	district_code	District code
4	charter_number	Charter number
5	school_code	School code
6	county_name	County Name
7	district_name	District Name
8	school_name	School Name



## DPLT Research Subgroup Layout

### Appendix 3

Year	Group Name	Subgroup ID	Sub-group Name
2006	Gender	003	Male
2006	Gender	004	Female
2006	English Learner 12-Month Status	120	Mandated Testing - students identified as "less than 12 months"
2006	English Learner 12-Month Status	142	Students identified as "12 months or more"
2006	Special Education Services	128	Students with Disabilities
2006	Special Education Services	099	Students with No Reported Disabilities
2006	Economic Status	031	Economically Disadvantaged Students
2006	Economic Status	111	Non-Economically Disadvantaged Students
2006	Special Program Participation	146	Receiving Title 1 Services
2006	Special Program Participation	028	Migrant Education
2006	Special Program Participation	029	Indian Education
2006	Special Program Participation	030	Gifted and Talented
2006	Special Program Participation	108	EL in ELD
2006	Special Program Participation	165	EL in ELD and SDAIE
2006	Special Program Participation	166	EL in ELD and SDAIE with Spanish Language Support
2006	Special Program Participation	167	Mandated Testing - EL in ELD and Academic Subjects through Spanish Language
2006	Ethnicity	074	African American
2006	Ethnicity	075	American Indian or Alaskan Native
2006	Ethnicity	076	Asian
2006	Ethnicity	077	Filipino
2006	Ethnicity	078	Hispanic or Latino
2006	Ethnicity	079	Pacific Islander
2006	Ethnicity	080	White (not Hispanic)
2006	Parent Education	090	Not a High School Graduate
2006	Parent Education	091	High School Graduate
2006	Parent Education	092	Some College (includes AA Degree)
2006	Parent Education	093	College Graduate
2006	Parent Education	094	Graduate School / Post Graduate
2006	Parent Education	121	Parent Education - Declined to State

# A Chronology of State Testing: 1997–2006

- |   |   |
|---|---|
| <p><b>1997</b></p> <ul style="list-style-type: none"> <li>• Senate Bill 376 authorized the Standardized Testing and Reporting (STAR) Program; required testing of all students in English with a State Board of Education (SBE)-approved, nationally normed test in reading, spelling, written expression, and mathematics in grades two through eight; and in reading, writing, mathematics, history-social science, and science in grades nine through eleven; provided funding for testing to school districts; required individual student, school, school district, county, and state results</li> <li>• The SBE designated Stanford Achievement Test, Ninth Edition (Stanford 9) for use in STAR Program</li> <li>• Assembly Bill 748 authorized development of English Language Development (ELD) Standards and the California English Language Development Test (CELDT) for students whose primary language is other than English</li> </ul> <p><b>1998</b></p> <ul style="list-style-type: none"> <li>• Stanford 9 administered</li> </ul> <p><b>1999</b></p> <ul style="list-style-type: none"> <li>• California Standards Tests (CSTs) in English-language arts and mathematics added to the STAR Program to address state content standards; designated primary language test in Spanish (Spanish Assessment of Basic Education, Second Edition [SABE/2]) added for limited English proficient (LEP) students</li> <li>• Development of the California High School Exit Examination (CAHSEE) authorized by Senate Bill 2X</li> <li>• The SBE adopted ELD Standards</li> <li>• Senate Bill 638 passed to authorize the assessment of English learners</li> </ul> | <p><b>2000</b></p> <ul style="list-style-type: none"> <li>• California Reading List Number added to reports of STAR Program results</li> <li>• CELDT annual testing window established by the SBE and the State Superintendent of Public Instruction</li> <li>• The SBE adopted CAHSEE blueprints</li> </ul> <p><b>2001</b></p> <ul style="list-style-type: none"> <li>• CSTs in history-social science and science for grades nine through eleven and CST in writing for grades four and seven added to the STAR Program</li> <li>• Performance levels designated for CST in English-language arts</li> <li>• First administration of the CAHSEE given to grade nine students in the Class of 2004</li> <li>• First administration of the CELDT</li> <li>• Passing scores designated for CAHSEE in English-language arts and mathematics</li> <li>• CELDT cut scores adopted by the SBE for five proficiency levels: beginning, early intermediate, intermediate, early advanced, advanced</li> </ul> <p><b>2002</b></p> <ul style="list-style-type: none"> <li>• Assembly Bill 1609 removed the option for grade nine students to take the CAHSEE</li> <li>• STAR Program reports redesigned to focus on CST results</li> <li>• Performance levels designated for CSTs in mathematics, history-social science, and science</li> <li>• STAR Program reauthorized for 2003–05</li> <li>• CELDT blueprint redesigned, reducing testing time</li> </ul> |
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<b>2003</b>	<ul style="list-style-type: none"> <li>• CST in history-social science at grade nine moved to grade eight</li> <li>• Norm-referenced test for the STAR Program changed from Stanford 9 to California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)</li> <li>• California Alternate Performance Assessment (CAPA) added to the STAR Program to assess students with significant cognitive disabilities</li> <li>• CAHSEE graduation requirement postponed to 2006</li> </ul>	<b>2005</b>	<ul style="list-style-type: none"> <li>• CSTs in science field-tested for grades eight and ten to meet NCLB requirements</li> <li>• CAPA science tasks field-tested for grades five, eight, and ten</li> <li>• Senate Bill 964 study conducted to assess options and provide recommendations for alternatives to CAHSEE for students with disabilities—no feasible alternatives were identified</li> <li>• Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3) designated as the primary language test to replace the SABE/2</li> </ul>
<b>2004</b>	<ul style="list-style-type: none"> <li>• Grade five science CST added to the STAR Program</li> <li>• California State University system augmented grade eleven ELA, Algebra II, and Summative High School Mathematics CSTs to produce information about students' readiness for college</li> <li>• The SBE authorized development of science tests in grades eight and ten to meet requirements of No Child Left Behind (NCLB) Act of 2001</li> <li>• Senate Bill 1448 passed to reauthorize the STAR Program</li> <li>• The SBE approved revisions to the CAHSEE blueprints</li> <li>• First administration of the CAHSEE given to students in the Class of 2006</li> <li>• Listening and speaking sections of the CELDT revised to improve reliability and validity</li> <li>• The SBE adopted regulations allowing the use of specified CST scores to qualify for the Golden State Seal Merit Diploma</li> </ul>	<b>2006</b>	<ul style="list-style-type: none"> <li>• CSTs in science added to grades eight and ten</li> <li>• Aprenda 3 administered</li> <li>• A comprehensive score for listening and reading with separate listening and speaking scores added to CELDT results; a common scale across grades implemented; cut scores for proficiency levels updated</li> <li>• Students in the Class of 2006 are the first required to satisfy the CAHSEE requirement as a condition of graduation</li> </ul>

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# Glossary of Terms/Acronyms

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## Academic Performance Index (API)

The API is a state requirement under the Public Schools Accountability Act (PSAA) of 1999. The API is a single number that ranges from 200 to 1000 and indicates how well a school performed academically the previous year. A complete explanation of all API criteria is available on the CDE Web site.

## Accommodations

Accommodations are variations in the administration of an assessment. Accommodations include variations in scheduling, setting, timing, response mode, presentation format, and others. The term accommodation commonly refers to changes that do not alter in any significant way what the test measures or the comparability of scores. Accommodations are identified in the student's individualized education program (IEP) or Section 504 Plan and should be used regularly during instruction and classroom assessments. A complete list of allowable accommodations is included in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* that is available on the CDE Web site.

## Adequately Yearly Progress (AYP)

AYP is a requirement under the federal No Child Left Behind (NCLB) Act of 2001. Under the NCLB criteria, schools and local educational agencies (i.e., school districts and county offices of education) must annually meet or exceed specified criteria in order to make AYP. A complete explanation of all AYP criteria is available on the CDE Web site.

## Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3)

The Aprenda 3 is a norm-referenced achievement test series in Spanish for Spanish-speaking English learners. The tests measure the achievement of general academic knowledge in reading, language, spelling, and mathematics in Spanish. The scores reported compare each student's score to the scores of a national sample of Spanish-speaking English learners.

## Blueprints

The blueprints outline the specific content standards tested and the number of questions included for each grade level and subject area or end-of-course California Standards Test (CST).

## California Standards Tests (CSTs)

The CSTs are the primary component of the Standardized Testing and Reporting (STAR) Program. These tests were developed exclusively for California's public schools to determine how well students are achieving state-adopted content standards in English-language arts, mathematics, history-social science, and science.

## California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)

The CAT/6 Survey, administered in grades three and seven only, is a set of nationally normed-referenced tests that measure the achievement of general academic knowledge and provide national comparisons.

## Content Standards

Adopted by the State Board of Education (SBE), state content standards are statements that describe what all students in California public schools should know and be able to do in particular subject areas or courses and grade levels. These standards define for administrators, teachers, parents, guardians, students, and the community what is expected for all students.

## Mean Scale Score

A mean scale score is the arithmetic mean or average of the scale scores for all students who took the CSTs, CAT/6 Survey, or Aprenda 3 without modifications. A mean scale score reported for the California Alternate Performance Assessment (CAPA) is the arithmetic mean or average of the scale scores for all students who took the CAPA at the relevant grade or CAPA level.

## Modifications

A modification is a change to the testing conditions, procedures, and/or formatting so that the measurement of the intended construct is no longer valid. A complete list of modifications on the state assessments is included in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* that is available on the CDE Web site.

## National Percentile Rank (NPR)

A national percentile rank is the percentage of scale scores for students in a national sample in the same grade, tested at a comparable time of the school year, that fall below the scale score for the student. For example, if a student scores at the 60th NPR on the CAT/6 Survey reading test, this means that the student scored as well as or better than 60 percent of the students in the national sample (norm group).

## Norm-Referenced Test (NRT)

An NRT is a test in which individual student or group performance is compared to that of a larger group. Usually the larger group (norm group) is a national sample representing a wide and diverse cross-section of students. The CAT/6 Survey and Aprenda 3 are NRTs.

## Performance Levels

Performance levels are ranges of scores in which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular achievement level. California has identified five performance levels for reporting individual student and group results of the CSTs and the CAPA: advanced, proficient, basic, below basic, and far below basic. The SBE set proficient as the target performance level for all California students on the CSTs and CAPA.

## Reference Group Percentile Rank (RPR)

RPR is a reference group percentile rank that is similar to a national percentile rank. Where an NPR compares student achievement to a sample of students selected to represent the nation as a whole, an RPR is used to compare student achievement to a specific reference group. Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3) uses RPRs that compare each student's scores to the scores of a reference group of Spanish-speaking students in bilingual classes.

## Scale Score

The number or percent of questions that students must answer to score at each performance level may change slightly from year to year due to differences in the difficulty levels of the standards-based tests (i.e., CSTs, and CAPA). Scale scores are used to adjust for these changes and to equate the tests between years. The scale scores for the CSTs range between 150 (low) and 600 (high). The CAPA scale scores range between 15 (low) to 60 (high). These scale score ranges do not change from year to year.

## Scoring Rubric

Scoring rubrics are guidelines that are used to score the student essays written in response to the writing tasks that are part of the CST in English-language arts in grades four and seven. The criteria in the rubrics address state writing strategies, writing applications, and written conventions standards that are part of the California English-language arts content standards. Readers use the rubrics to assign a score from 4 (high) to 1 (low) to each student's essay. That score was doubled to produce the final score.

## Standards-Based Assessments

Standards-based assessments are developed to be aligned with specific content standards. Results on standards-based assessments are reported based on clearly defined performance categories or levels. Since the interpretation of performance is relative to a criterion or cut score (i.e., a scale score of 350 defines the lower range of proficient), such standards-based assessments support criterion-referenced interpretations. The CSTs and CAPA are standards-based assessments.

## Standardized Testing and Reporting (STAR) Program

First authorized by law in 1997, the STAR Program is administered annually to measure how well California public school students in grades two through eleven are learning the knowledge and skills of the state-adopted content standards for English-language arts, mathematics, history-social science, and science. The STAR Program for 2006 had four components:

- California Standards Tests (CSTs)
- California Alternate Performance Assessment (CAPA)
- California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)
- Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3)

## Subgroup

A subgroup is a well-defined group of students. For example, the federal No Child Left Behind (NCLB) Act of 2001 identifies specific subgroups of students who must achieve adequate yearly progress. These identified subgroups are race or ethnicity, students with disabilities, limited English proficient, and socioeconomically disadvantaged.

## Writing Prompt

A writing prompt is a task that a student is to complete. The prompt includes all pertinent information the student needs to write a response. Writing prompts are included with the CSTs in English-language arts for grades four and seven. Each of these tests includes one writing prompt.



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## Web Site Resources

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**Academic Performance Index (API)**

<http://www.cde.ca.gov/ta/ac/ap/index.asp>

**Adequately Yearly Progress (AYP)**

<http://www.cde.ca.gov/ta/ac/ay/index.asp>

**California Standards Tests (CSTs)**

<http://www.cde.ca.gov/ta/tg/sr/>

**CST Blueprints**

<http://www.cde.ca.gov/ta/tg/sr/resources.asp>

**CST in Writing**

<http://www.cde.ca.gov/ta/tg/sr/resources.asp>

**Content Standards**

<http://www.cde.ca.gov/be/st/ss/>

***Matrix of Test Variations, Accommodations, and Modifications  
for Administration of California Statewide Assessments***

<http://www.cde.ca.gov/ta/tg/sr/>

**CST Released Test Questions (2003–2005)**

<http://www.cde.ca.gov/ta/tg/sr/resources.asp>

**Standardized Testing and Reporting (STAR) Program**

<http://www.cde.ca.gov/ta/tg/sr/>

**2006 STAR Program Internet Summary Reports**

<http://star.cde.ca.gov>

**2006 STAR Program Summary Results Research Files**

<http://star.cde.ca.gov>